

COUN 518 Syllabus Human Development & Functioning

Course Description

This course provides an advanced overview for understanding counseling process and intervention across the lifespan. This view will emphasize four distinct perspectives that will be highlighted in this discussion: focus on development across the lifespan, understanding individuals in the context of their personal/developmental/contextual life situation, commitment to empowerment of people, emphasis on preventive and educational strategies. An integration of human diversity [ethnic, cultural, linguistic, gender, sexual orientation, ableness, religion/spirituality] will serve as a critical foundation for this class. An introduction to counseling skills at each developmental period will complement the understanding of life span issues. In addition, the role of the aging process will be a significant dimension to the latter part of this course.

Course Objectives

This course will provide students with:

- Overview of developmental counseling across the life span.
- Advanced understanding of core developmental concepts and how they apply to clinical and counseling intervention.
- Emphasis on human diversity and its role in culture, contextualization of the individual and family, related content of family dynamics.
- Discussion of case studies that are integrated into lecture and core concepts presented.
- Augmentation of preventive, therapeutic and educational strategies to helping people.

Pre-Requisites

Counseling 500; COUN 511A or COUN 511B or concurrent enrollment in this course

Student Learning Outcome Language

As you know, the Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO's are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do, but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be assessed at any time, but is always assessed in Coun 511, 530, and 584). There are at least three times when a student's individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to final project (the semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If

Calendar is only an example and may be quite different 2

there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook.

*The SLO assessed in this class is the human development item from *Case Conceptualization and Treatment Planning*, and the department is using an exam. Here is the item: *Demonstrates knowledge of how biological, neurological, and physiological factors affect human development, functioning, and behavior.*

Calendar

Topic #	Week	Topic	Assignments & Reading
1	1	<ul style="list-style-type: none"> Syllabus; Introductions 	<ul style="list-style-type: none"> Syllabus
2	2	<ul style="list-style-type: none"> Developmental Theories 	<ul style="list-style-type: none"> Wong, et al., Chs. 1 & 2 Take quiz on Ch. 2
3	3	<ul style="list-style-type: none"> Historical trauma; Impact of history on development Social justice & human development 	<ul style="list-style-type: none"> See Readings/Podcasts on Canvas
4	4	<ul style="list-style-type: none"> Conception & Prenatal 	<ul style="list-style-type: none"> Wong, et al., Ch. 3 See Readings/Podcasts on Canvas Take quiz on Ch. 3
5	5	<ul style="list-style-type: none"> Infancy (0-2) 	<ul style="list-style-type: none"> Wong, et al., Ch. 4 See Readings/Podcasts on Canvas Take quiz on Ch. 4
6	6	<ul style="list-style-type: none"> Toddlerhood (1-3) 	<ul style="list-style-type: none"> Wong, et al., Ch. 5 Siegel & Bryson Chs. 1-3 See Readings/Podcasts on Canvas Take quiz on Ch. 5
7	7	<ul style="list-style-type: none"> Preschool (3-6) 	<ul style="list-style-type: none"> Wong, et al., Ch. 6 Siegel & Bryson Chs. 4-5 See Readings/Podcasts on Canvas Take quiz on Ch. 6

8	8	<ul style="list-style-type: none"> • Middle Childhood (6-12) 	<ul style="list-style-type: none"> • Wong, et al., Ch. 7 • Siegel & Bryson Chs 6, Conclusion, and Whole Brain Ages & Stages • See Readings/Podcasts on Canvas • Take quiz on Ch. 7 • Development of Study of Self paper due Sunday, 10/10 before 10pm.
9	9	<ul style="list-style-type: none"> • Early adolescence (13-18) 	<ul style="list-style-type: none"> • Wong, et al., Ch. 8 • See Readings/Podcasts on Canvas • Take quiz on Ch. 8 • Complete SLO Exam by Monday, 10/18 before 1pm
10	10	<ul style="list-style-type: none"> • Late adolescence (19-25) 	<ul style="list-style-type: none"> • Wong, et al., Ch. 9 • See Readings/Podcasts on Canvas • Take quiz on Ch. 9
11	11	<ul style="list-style-type: none"> • Early Adulthood (26-35) 	<ul style="list-style-type: none"> • Wong, et al., Ch. 10 • See Readings/Podcasts on Canvas • Take quiz on Ch. 10
12	12	<ul style="list-style-type: none"> • Middle Adulthood (36-60) 	<ul style="list-style-type: none"> • Wong, et al., Ch. 11 • See Readings/Podcasts on Canvas • Take quiz on Ch. 11
13	13	<ul style="list-style-type: none"> • Late Adulthood (61-75) 	<ul style="list-style-type: none"> • Wong, et al., Ch. 12 • See Readings/Podcasts on Canvas • Take quiz on Ch. 12
14	14	<ul style="list-style-type: none"> • <i>No Class: Fall Break</i> 	<ul style="list-style-type: none"> • <i>Don't drink and drive this week!</i>

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15	15	<ul style="list-style-type: none">• Oldest-old Elderhood (75+)	<ul style="list-style-type: none">• Wong, et al., Ch. 13• See Readings/Podcasts on Canvas• Take quiz on Ch. 13
16	16	<ul style="list-style-type: none">• Death & Dying	<ul style="list-style-type: none">• See Readings/Podcasts on Canvas• Lifespan Development Case Study is due 12/5 before 1pm.
17	17	<i>Final Exam</i>	