

**Portland State University
Graduate School of Education**

“Meeting our communities’ lifelong educational needs”

Department of Special and Counselor Education

Diversity and Inclusiveness

- ❖ To work in diverse settings
- ❖ To promote inclusive and therapeutic environments

Research Based Practices & Professional Standards

- ❖ To critically analyze and implement research based practices
- ❖ To demonstrate appropriate professional values, knowledge, and skills

Lifelong Learning and Development/Personal and Professional Growth

- ❖ To promote student and client success
- ❖ To influence policy and provide leadership for organizations

Evidence Informed Decision Making

- ❖ To use evidence to solve problems of practice and enhance therapeutic decision

COUN 569: Developmental Foundations of Counseling

Fall Quarter, 2010

Instructor:

Brooke Kuhnhausen, Ph.D.

Best contact: b.kuhnhausen@gmail.com

ED204 Mailbox

DEPARTMENT POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department.

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports

COURSE DESCRIPTION:

COUN 569 *Developmental Foundations of Counseling* provides a theoretical and research overview of life-span development, emphasizing the cognitive-intellectual, cognitive-moral, emotional-self, and social aspects of development growth in the human being. Emphasis is given to the application of developmental knowledge in counseling practice.

ESSENTIAL PRACTICES ADDRESSED IN COURSE

- Initiation into the use of current research and knowledge to enhance professional practices
- Development of quality, critical thinking and utilization of clinical knowledge and theory
- Identification and conceptualization of client developmental tasks in family, work, and community contexts
- Promotion of diversity, resiliency, and sound mental health

COURSE OBJECTIVES

1. Gain a basic understanding of life-span development research and their attending strengths and weaknesses for theory building
2. Gain a basic understanding of structural theories of human development
3. Contrast normative developmental pathways with disrupted developmental pathways

CACREP and TSPC Standards addressed:

CACREP: Human Growth and Development (a, b, c, d, e)
TSPC: Develop and implement plans which promote social and emotional development
Establish programs appropriate for group, individual, and family counseling

TEXTS:

Required text: Sigelman, Carol, K. & Rider, Elizabeth, A. (2006). Life-Span Human Development (6th Ed). Belmont, CA: Wadsworth/Thomson Learning.

SCHEDULE OF TOPICS AND READINGS:

September 26	Understanding Life Span Development
October 4	Theories of Human Development Assignment: Chapter 1 and Chapter 2
October 11	Cognition; Intelligence and Creativity Assignment: Chapter 7 and Chapter 9 + Discussion Response
October 18	Language and Education Assignment: Chapter 10 + Discussion Response
October 25	Midterm (80 points)
November 1	Self and Personality Assignment: Chapter 11 + Discussion Response
November 8	Gender Roles & Sexuality; Social Cognition and Moral Development Assignment: Chapter 12 and 13 + Discussion Response
November 15	Attachment and Social Relationships Assignment: Chapter 14 + Discussion Response
November 22	Developmental Psychopathology Assignment: Chapter 16 + Discussion Response
November 29	Final Challenge: Death and Dying; Assignment: Chapter 17; Epilogue <i>Putting all the Pieces together</i>
December 6	Final (100 points)

COURSE REQUIREMENTS:

1. Consistent attendance and participation (20% of grade). Classroom time will focus on elaboration, discussion, and deepening of concepts and will be critical to therapeutic and professional development. Per Department of Counseling Education policy, classroom participation should be respectful, professional, and facilitate the learning environment of all students. The counseling profession requires a high level of personal integrity, self-awareness, and maturity. Demonstrating professionalism in classroom behavior is expected at all times in Counselor Education.

If you must miss class, no more than one absence is allowed without ½ grade reduction (i.e. A to B+), and please get notes and handouts from a classmate ahead of time or shortly as possible. Please tell me in email if you are to miss class.

2. The majority of out of class workload will be consistent, detailed reading of textbook as well as short reflective responses which should be:

*400 words typed

*12 point font, Times New Roman

*Response to reflective question given in class previous

2. Two tests (80% of grade) – each test will reflect testing on one-half of the material rather than being cumulative. Questions will be detailed multiple choice questions from textbook. For licensure exam, this will be excellent preparation and entire textbook will be helpful for licensure preparation.

PROGRAM POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm>

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.