

**PORTLAND STATE UNIVERSITY**  
**GRADUATE SCHOOL OF EDUCATION**

*Preparing professionals to meet our diverse community's life-long educational needs*

**COUN 569: Developmental Foundations of Counseling**

**Instructor:** Brooke Kuhnhausen, Ph.D Term: Fall 2011

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DEPARTMENT POLICY STATEMENT:

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

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 foundational understanding of life-span development research as a basis for scientist-practitioner practice
2. Contrast normative developmental pathways with disrupted developmental pathways within various cultural, social, and individual diversity contexts
3. Gain an understanding of multidimensional theories of human development that inform and integrate clinical theory development

### 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: Broderick, P., & Blewitt, P. *The Life Span: Human Development for Helping Professionals, 3<sup>rd</sup> Edition*. Upper Saddle River, NJ: Pearson.** (Entire textbook will be helpful for licensure preparation)

**\*Selected articles on developmental topics posted on TK-20:**

<https://www.tk20.pdx.edu>.

### SCHEDULE OF TOPICS AND READINGS:

September 26	<b>Understanding Life Span Development</b> Introductions Development of Self as Clinician Developmental Theory and Clinical Work connections
October 3	<b>Theories of Human Development</b>

READ:

Chapter 1 Organizing Themes in Development

Chapter 3 Neural and Cognitive Development

DISCUSSION response: Which specific theoretical model stood out to you and what aspects did you find helpful ? How could you see this applying to counseling relationship ?

ONLINE QUIZ on chapters 1 and 3

Both due Monday at 12 pm to online classroom

**Key Terms:** Stage Models, Incremental Models, Multidimensional Models, Critical Periods, Plasticity, Universality vs. Specificity, Active vs. Passive, Bronfenbrenner Biopsychosocial Model, Erikson's Eight Stages, Piaget's Cognitive Developmental Model (Assimilation and Accomodation), Vyogotsky's scaffolding

October 10

**Emotional Development in the Early Years**

Read Chapter 4 and selected articles

Online quiz and Discussion Question submitted by Monday at 12:00 pm

October 17

**Emerging Self in Early and Middle Childhood**

Read: Chapter 5 and Chapter 7

Online quiz over chapters

Discussion Question submitted by Monday at 12:00 pm

*Submit final paper topic by email to Dr. Kuhnhausen*

October 24

**Gender and Peer Relationships & Early Adolescence**

Read: Chapter 8 and Selections of Chapter 9

Online quiz over chapters

Discussion Question submitted by Monday at 12:00 pm

October 31

**Social World of Adolescence**

Read: Chapter 10 and selected articles

Online quiz over chapters

Discussion Question submitted by Monday at 12:00 pm

November 7

**Young Adulthood**

Read: Selections of Chapter 11, All of Chapter 12

	Online quiz over chapters Discussion Question submitted by Monday at 12:00 pm
November 14	<b>Middle Adulthood</b> Read: Chapter 13 and selected articles Online quiz over chapters Discussion Question submitted by Monday at 12:00 pm
November 21	<b>Living Well: Stress, Coping and Life Satisfaction</b> Read: Chapter 14, submit your own question Online quiz over chapters
November 28	<b>Gains and Losses in Late Adulthood</b> Read: Chapter 15, submit your own question Online quiz over key terms <b>Turn in final paper online by 5 pm, Nov 29<sup>th</sup></b>
December 5	No class meeting

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. Small group breakouts will be based on discussion prompts given both ahead of time as well as in class and concepts from text will be expected.

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 tell me in email if you are to miss class. Please get notes and handouts from a classmate or online classroom as shortly as possible.

2. **Online quizzes** (20% of grade) –Short 10 question per chapter quizzes will be given online in open book format over reading each week as well as previous weeks classroom material. Quizzes will be multiple choice and fill-in-the-blank online and will help review key material for later use. Key terms presented each week will serve as study guide for each section.

If you have registered and purchased TK20, then you will find it available at:  
<https://www.tk20.pdx.edu>.

3. **Discussion questions** (30% of grade) -

Discussion prompts will be given each week on the theme addressed that week and will include response to text as well as supplemental articles. This discussion question will help deepen your understanding and application of the developmental theme and build foundation for clinical application. It will also serve as a basis for small group discussions as well as engagement in larger group. ***Should reference key terms, broader theory, and make some practical application.*** May also pose questions that arise for you from this material and/or your reflection (in last two weeks, will change to posing questions rather than answering prompt).

\*The response should be ½ to ¾ page single spaced

\*Times New Roman, 12 pt font, 1 inch margins

#### 4. **Developmental Theme paper (30% of grade)**

You will choose one major developmental topic and read academic and clinical literature on this specific topic. You will write paper with a specific clinical population in mind of your choosing (i.e., veterans, parents of autistic children, widowed older adults, second generation adolescents, pre-marital couples, college students choosing career, etc).

\*Attachment in Infancy and Childhood

\*Development of Identity and Sense of Self

\*Emotional Regulation and Distress Tolerance

\*Moral Development and Social Cognition

\*Vocational Development and Work Identity

\*Attachment in Adult Relationships

\*Generativity and Social Meaning

- Paper will be 7-8 pages (plus one page for references), double spaced, Times New Roman, 12 pt font, APA style
- Citations will include references to at least 2 books and 6 articles (academically and/or clinically recognized). Citations within paper should be APA style (see handout online). Quotes should be minimal (no more than three quotations); most citations should be your own summaries and giving credit for idea to original author. If using a quote, should not exceed 4 lines of text.
- First 2 to 2 ½ pages will define the concept broadly based on developmental research and theoretical underpinnings, covering commonly agreed on stances and controversies or debates. Describe this concept so it is recognizable in behavior, interactions, and life patterns.
- Next 2 to 2 ½ pages will discuss how this developmental theme fits into the **lifespan, family life cycle, and cultural context**. Use a major developmental model (Bronfenbrenner, Vygotsky, Piaget, Erikson, Greenspan etc) to explain relevant context.

- Last 3 pages will discuss specific applications to clinical population of your choosing. Both broadly apply concepts from developmental themes and topic as well as find specific significance and application to this group from population-specific literature.
- Final page will be references listed APA style